DOCUMENT RESUME

ED 184 086 CS 005 334

AUTHOR Glazer, Susan Mandel
TITLE How Can I Help My Child Build Positive Attitudes Toward Reading?
INSTITUTION International Reading Association, Newark, Del.
PUB DATE 80
NOTE 13p.
AVAILABLE FROM International Reading Association, 800 Barksdale Rd., P. O. Box 8139, Newark, DE 19711 (Order No. 879, $0.35 member, $0.50 non-member)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Beginning Reading; Bibliographies; Early Childhood Education; Elementary Education; *Parent Child Relationship; Parent Influence; *Parent Participation; *Prereading Experience; *Reading Attitudes

ABSTRACT

This booklet is one of a series of micromonographs on reading-related subjects that offers help to parents interested in stimulating reading habits in their children. Presented as a guide to developing a reading atmosphere in the home, the booklet suggests that parents begin with infant activities; teach their children through make believe; use television, the newspaper, and shopping experiences to encourage reading; develop a family reading time; and set an example of habitual reading for the children. A booklist on helping children with reading and a guide to children's books and authors is appended. (AEA)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED184086

HOW CAN I HELP MY CHILD BUILD POSITIVE ATTITUDES TOWARD READING?

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Susan Mandel Glazer

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

International Reading Association

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CS005334

How can I help my child build positive attitudes toward reading?

If you enjoy reading as part of your daily routine, it is likely that magazines, books, and newspapers were a part of your childhood. Reading habits are established early by parents who value books and encourage their children to read. Research indicates that these same parents promote other forms of language development in the home. They read nursery rhymes to their children, engage their youngsters in conversations (even when they are infants), and help to develop language and reading skills during everyday activities such as shopping or watching television. Most importantly, parents who read themselves set examples for their children.

Developing a reading atmosphere

Just as the child's system needs food for physical survival, so the mind needs language for survival in our literate society. Language activities happen everywhere—in the kitchen, in the bedroom, in the car. Activities often are natural outgrowths of family situations. Parents can develop some routine activities, beginning with their children as infants and continuing

An IRA Micromonograph
by Susan Mandel Glazer

all through childhood and adolescent years. Following are some examples of how you as a parent might encourage language activities and create a reading atmosphere for your children. Use these as starting points for developing further activities to enhance the love of language necessary for establishing positive feelings about reading.

Suggestion 1 *Begin with infant activities.*

While feeding your infant, talk to your child. Talk as you bathe your child, and listen as the infant babbles in response. Hang a mobile on the crib or playpen—one with a handle to pull, a bell to jingle, or a fluffy toy to feel. Fasten the mobile carefully so your infant can reach it and make it move.

Copyright 1980 by the
International Reading Association, Inc.

Library of Congress Cataloging in Publication Data

Glazer, Susan M.
How can I help my child build positive attitudes toward reading?
Bibliography: p.
1. Books and reading for children. I. Title.
Z1037.A1G58 028.5 79-25147
ISBN 0-87207-879-5

Through these activities, you are providing language and materials for building mental pictures which can stimulate your child's first thoughts. The infant stores these mental images and thus establishes picture references for future ideas and expressions.

Suggestion 2 *Teach your children through make believe.*

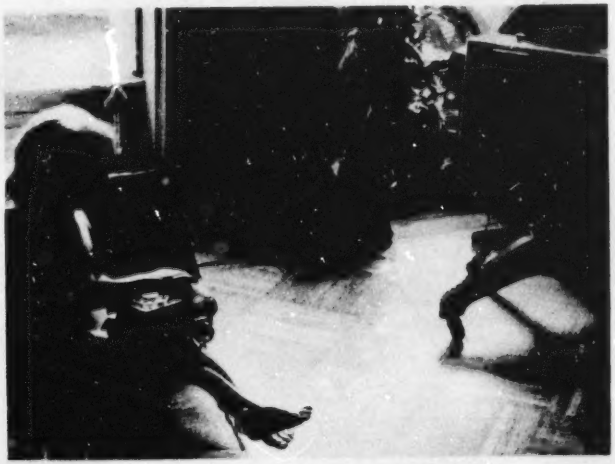
Using context is an important part of reading and of learning a language. Children can recognize an unfamiliar word in a spoken or written sentence simply by using the context in which the word occurs. You can develop this skill by acting a bit, in a play situation. Make believe that you are taking a bath. Act out the entire sequence for your child, but leave out one event. Then, ask your child to tell what's missing. Act out other daily events that occur in your home such as making a cake or washing the dishes. Each time, increase the number of steps omitted.

You can also encourage the use of context by asking your child to remember events. What did you see at the zoo? *Tigers, lions,* and *ele*_____. Youngsters enjoy filling in the missing parts of words and you will be helping to develop their ability to use context.

In reading literature or factual data, it can become important to remember the sequence in which events take place. Remembering sequence is one of the comprehension skills taught in school. Acting out a sequence of events and leaving out first one part and then more parts, help youngsters to increase their ability to remember details and to learn that things often have an orderly sequence.

Suggestion 3 *Use television to encourage reading.*

Most young children spend hours every week watching television programs. This interest in television can be used to encourage and motivate an interest in reading.



Watch a television program with your child, and encourage the youngster to ask questions about the program. Allow your child to ask questions naturally as interest develops in the show. Help the youngster to answer questions for himself. For example, if the child says, "Why did Sally take Billy's candy?" you might respond with, "Why do *you* think Sally took Billy's candy?" Also, share a TV schedule with your child and the youngster will soon realize the importance of reading in program selection.

These activities help your child to recall, interpret, and take an educated guess about a situation. Recalling information and interpreting situations are comprehension skills the child will be taught in school.

Suggestion 4 *Encourage reading while shopping with your children.*

Take your child with you the next time you go shopping for food. As you pass shelves in the store, read some labels for your child and point to the labels and words as you read them. If your child is six or seven years old, select labels that begin with one certain letter; for example, *t*omatoes, *t*oothpaste, *t*angerines, or *t*owels. Use any letter, but select only one during a single shopping expedition. Ask, "What letter do you hear at the beginning? Can you guess?" If your youngster does not guess, say the name of the letter while pointing to the letter *t* and repeating the name of the product on which it appears. These activities help teach your child a basic foundation of reading—that particular sounds correspond to certain letters. Not only does this training help with phonics and listening skills, it is the beginning of spelling instruction.

Suggestion 5 *Use the newspaper to encourage your children to read.*

Read the newspaper in the presence of your children and include them in that activity. When you come across a picture of something of special interest to them (a toy, an animal), call attention to the picture and point out the corresponding word. Another activity could be to buy inexpensive photo albums into which your children can place pictures collected from newspapers and magazines. Other times, you could help your youngsters label the pictures, noting which pictures share certain beginning letters. Explain that

the words or letters say the names of the pictures. This will help your children learn that words convey meaning.

If your children are readers or writers, they will enjoy making captions or writing their own thoughts about the pictures. Encourage your children to talk about the pictures freely, expressing their interpretations of objects, feelings, and ideas. Children will then learn to think independently and will feel that their opinions are of value. Children will also appreciate that learning to read involves learning to get meaning from words.

Suggestion 6 *Develop a family reading time.*

Set aside some time during the evening for reading for fun. Just as you might make popcorn for your children to eat while watching television, do the same when they spread out on the carpet with whatever they have selected to read that evening. Be relaxed about what your children read and encourage all forms of reading that appeal to them. You should try to make the reading period a regularly scheduled event, one that your children will look forward to and one that will stimulate family discussions. Do not create a test

situation by asking questions about the reading content. You should, however, encourage conversations to share books of special interest to your children and help them find other books which may develop those interests.

Suggestion 7 *Set an example for your children.*

Your most important contribution will be setting a reading example. If you enjoy reading and take an interest in books, your children will also want to read. You can set an example easily, using the following guidelines:

- Develop a habit of reading daily; let your children see that you spend your spare moments reading newspapers, magazines, and books.
- Make regular trips to the library and take your children along whenever possible. Going to the library can become an enjoyable activity to share with your children.
- Remember that books can make wonderful gifts. When special occasions arise, take your children to the bookstore with you to help in the selection and purchase of a book that is "just right." Giving

a book as a gift helps emphasize that a book is something special.

- Join a book club or subscribe to several magazines so that books and magazines come into your home regularly to be shared and enjoyed by everyone in the family.
- Always have a book handy, even when traveling and away from home. Reading can brighten dull moments on a long journey.

- Read a wide variety of materials and let your children know that they can learn about everything and anything through many kinds of reading.
- Incorporate reading into your daily routine. If the circus is coming to town or if the family is planning a trip, bring home books on these topics. The children's enthusiasm for these events will spill over to reading about them, both before and after the special occasions.

Stimulating lifelong reading habits

This is not a complete list of how you as a parent can set examples that will encourage your children to read. These are suggestions designed to motivate all parents to use their own creativity in developing reading atmospheres in their homes. Parents can expand upon these examples of language and reading activities, especially in ways that take into account their children's own special interests. Whatever activities you chose for your children will have tremendous power in determining whether your youngsters develop strong language foundations and positive attitudes toward reading and lifelong reading habits. Positive reading attitudes result from playing follow the leader. At home, *you* are the leader.

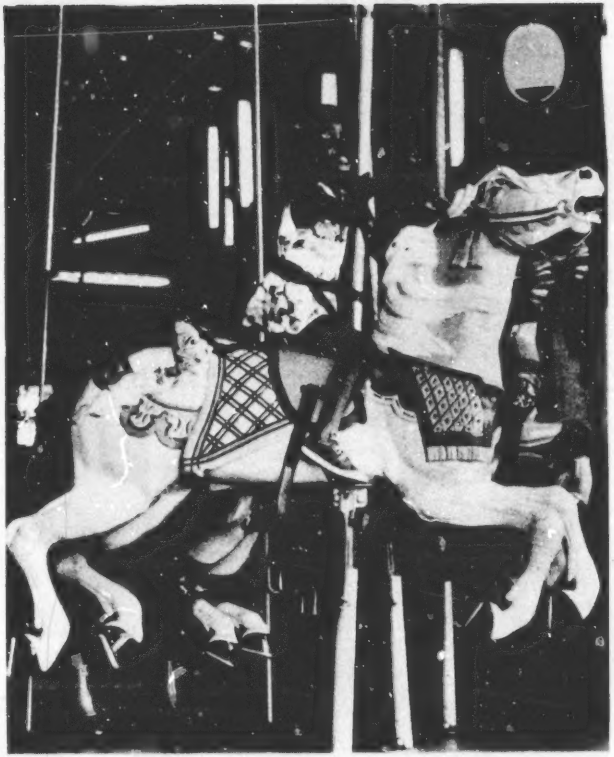


Photo credits: Front and back covers and pages 2, 3, 6, 7, 8, and 9, Philipp Rothenberger; page 5, Arthur E. Smith; and page 11, Jamie Davidson.

Books for Parents about Helping Children with Reading

Arbuthnot, May Hill. *Children's Reading in the Home.* Glenview, Illinois: Scott, Foresman, 1969.

Duker, Sam, and Thomas Nally. *The Truth about Your Child's Reading.* New York: Crown Publishing, 1957.

Glazer, Susan Mandel. *Getting Ready to Read: Creating Readers from Birth through Age Six.* Englewood Cliffs, New Jersey: Prentice-Hall, 1980.

Larrick, Nancy. *Parent's Guide to Children's Reading,* Fourth Edition. New York: Bantam, 1975.

Tinker, Miles A. *Preparing Your Child for Reading.* New York: McGraw-Hill, 1976.

A Parent's Guide to Children's Books and Authors

Use this guide for purchasing books as gifts or for personal enjoyment.

Picture Storybooks for the Youngest Child

Adoff, Arnold. *Make A Circle Keep Us In.* New York: Delacorte, 1975.

Byrmingham, John. *Seasons.* Indianapolis: Bobbs-Merrill, 1971.

Carle, Eric. *The Very Hungry Caterpillar.* Cleveland, Ohio: Collins-World, 1969.

Emberly, Ed, and Barbara Emberly. *Drummer Hoff.* Englewood Cliffs, New Jersey: Prentice-Hall, 1971.

Ets, Marie Hall. *Just Me.* New York: Viking, 1965.

Ets, Marie Hall. *In the Forest.* New York: Viking, 1967.

Kepes, Juliet. *Cock-A-Doodle-Do.* New York: Pantheon, 1978.

Klein, Norma. *Girls Can Be Anything.* New York: Dutton, 1973.

Sendak, Maurice. *Where the Wild Things Are.* New York: Harper and Row, 1963.

Sendak, Maurice. *Seven Little Monsters.* New York: Harper and Row, 1977.

Zolotow, Charlotte. *My Grandson Lew.* New York: Harper and Row, 1974.

Easy-to-Read Books for the Beginning Reader

Cauley, Lorinda. *The Bake-Off.* New York: Putnam, 1978.

Eastman, P.D. *Are You My Mother?* New York: Random House, 1960.

Galdone, Paul. *The Little Red Hen.* New York: Scholastic, 1975.

Seuss, Dr. *Green Eggs and Ham.** New York: Random House, 1960.

Seuss, Dr. *The Cat in the Hat.** New York: Random House, 1957.

LeSieg, Theo. *The Eye Book.** New York: Random House, 1968.

LeSieg, Theo. *The Apples Up on Top.** New York: Random House, 1961.

*Recording available

Books without Words for Telling Yourself

Barton, Byron. *Where's Al?* New York: Seabury, 1972.

Briggs, Raymond. *The Snowman.* New York: Random House, 1978.

Goodall, Joann S. *The Surprise Picnic.* New York: Atheneum, 1977.

Keats, Ezra Jack. *Skates.* New York: Franklin Watts, 1973.

Mayer, Mercer. *A Boy, A Dog, and A Frog.* New York: Dial, 1967.

Turkle, Britan. *Deep in the Forest.* New York: Dutton, 1976.

Books for Upper Elementary and Young Adult Students

Avi. *No More Magic.* New York: Pantheon, 1975.

Danziger, Paula. *The Cat Ate My Gymsuit.* New York: Delacorte, 1974.

Hamilton, V. *M.C. Higgins, The Great.* New York: Macmillan, 1974.

Hopkins, Lee Bennett. *MAMA.* New York: Knopf, 1977.

Hopkins, Lee Bennett. *Wonder Wheels.* New York: Knopf, 1979.

Larrick, Nancy. *Crazy to Be Alive in Such a Strange World.* New York: Evans, 1977.

Sutcliff, Rosemary. *Sun Horse, Moon Horse.* New York: Dutton, 1978.

Thiele, Colin. *The Shadow on the Hills.* New York: Harper and Row, 1978.

Tolkien, J.R. *The Hobbit.* Boston: Houghton Mifflin, 1938.